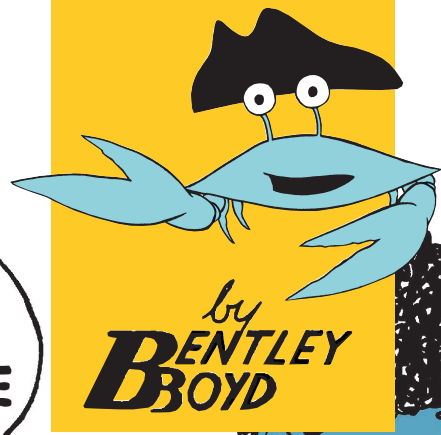


GOVERNMENT



of
THE PEOPLE

by
THE PEOPLE

for
THE PEOPLE

To
THE PEOPLE

ON
THE PEOPLE

UNDER
THE PEOPLE

BETWEEN
THE PEOPLE

around
THE PEOPLE

beside
THE PEOPLE

within
THE PEOPLE

Like
THE PEOPLE

AT

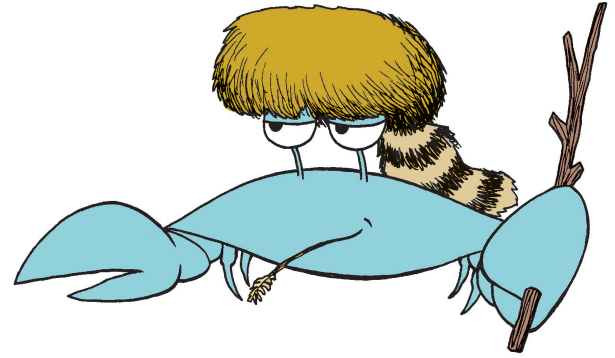
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Teacher's Guide

Teacher's Guide for

GOVERNMENT BY THE PEOPLE

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "GOVERNMENT By the People" comic book brings tested content terms to an elementary grade reading level. Chester's colorful images and practical examples will help you teach more effectively and help your students learn and remember these hard concepts at test time.

Chester comic books several themed chapters, usually five pages long. These chapters can be easily used in small guided reading groups, in shared reading across a whole classroom, or for independent work. This teacher's guide is specific to "GOVERNMENT By the People," with reading strategies, reproducible classroom activities, and NEW sample questions for student practice.

I hope you and your students
enjoy Chester the Crab!



OBJECTIVES

After reading "GOVERNMENT By the People" and performing the activities in this guide, students will be able to:




-  define social studies terms
-  place early American events on a timeline
-  use a non-fiction reading selection to practice reading skills

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- P 4 **KINDS OF GOVERNMENT** reading strategies, activities, test
- P 9 **THE LAWMAKERS** reading strategies, activities, test
- P 14 **PRESIDENTIAL ELECTION** reading strategies, activities, test
- P 20 **PRESIDENTIAL CABINET** reading strategies, activities, test



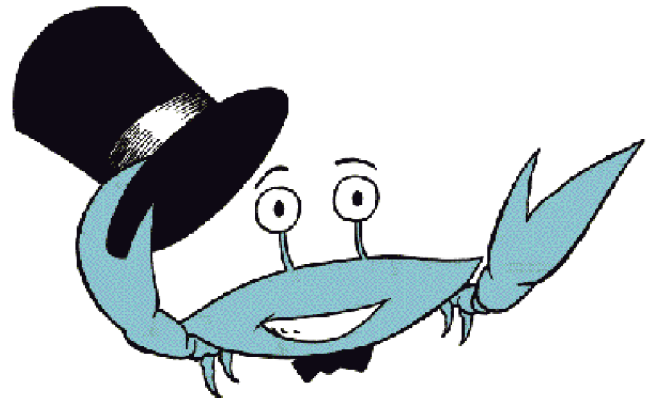
COMIX IN THE CLASSROOM

Comic books are a lively way to teach reading to both low-skill and high-skill readers. In an era of endless electronic stimulation, comics pull students back to the printed word.

Comix are a unique American art form. They are not a chapter book (all text) and not a movie or TV show (usually all visual) but a careful mix of text *and* visuals. This is why they do not deserve their reputation as simple, “dumbed down” material. The pictures illustrate vocabulary that is on par with adult books and just below magazines and newspapers (*American Educator*, Spring/Summer 1998).

Low-skill readers enjoy the way color and action make the pictures part of the story. These readers can use the visual clues to find the meaning of the story and learn the complicated **vocabulary** and concepts on which they will be tested. For example, Chester uses pictures of aliens to teach “inalienable rights.” An image of George Washington on a surfboard reinforces the idea that as president he had to carefully balance between the first two political parties in America. A 1988 study found that 70 percent of fifth-graders spend fewer than 10 minutes a day reading outside of school. Comix help these students cross the “reading to learn” barrier, giving them something fun they will *choose* to pick up and read.

High-skill readers are also engaged by comix. **Predicting** is a key component of comix; it happens between each panel. The white “gutter” between panels creates undefined space. This space makes a comic story interactive: Its plot will not move forward without the reader providing their own details and predictions in the jump from one panel to the next. “In the limbo of the gutter, human imagination takes two separate images and transforms them into a single idea” (Scott McCloud, *Understanding Comics*, 1993). There are also fun **details** inside the panels themselves. Will readers catch the joke behind the name of the colonial coffee shop? What about the song Chester sings at the end of an episode? Hey, Nathaniel Bacon’s gravestone has a frying pan on it!



Chester’s stories are usually told in five pages. Each page makes a substantial daily lesson and leaves students room to predict the next part of the story for the next day.

READING SKILLS FROM COMICS

Main idea
Sequencing
Vocabulary

Noting details
Author’s purpose
Cause/Effect

Predicting outcomes
Fact vs. opinion
Figurative language

PARTS OF A CHESTER COMIX PAGE

Take a picture walk through each page before you read a Chester story. Point to the elements of each page and ask students why some repeat. Note what is different. This prepares students for successful reading.

PANEL

Panels divide a comic page into separate places or moments in time. Panels are usually read from left to right, top to bottom. When in doubt, follow the flow of the text. (Make sure to read all text inside a panel before moving to the next panel!)

FRIENDS

Often Chester brings friends on his adventures. He has a friend in each grade. They wear shirts with different colors and the number of their grade in a circle on the front. This is a loose guide to the grade level of the content in this Chester story.

LOGO

Chester's name repeats on each page. We see many logos in our daily lives, from the lettering on fast food restaurants to pictures on highway signs.

TIMELINE

John Paul Jones' time long, long ago was very different from our lives today. Readers begin to picture this difference by seeing a timeline with other major events just before and after this page's action. The triangle pointing down shows the year this page begins.



TITLE

Each Chester page has a title, giving the page a theme. The titles are questions to provoke a reader's curiosity. The answer to the question is somewhere on that page. The questions are useful in **guided reading** exercises about **predicting** or **finding the main idea** of a story.

WORD BALLOONS

Balloons surround the words a character speaks or thinks. The point coming out from the balloon aims at the person who is speaking those words. Thinking is shown inside a cloud-like balloon, with circles leading toward the person doing the thinking. Sometimes words grow larger or more decorative to show excitement. **Content vocabulary** is usually shown in bold type.

GUTTERS

Gutters of white space divide panels into separate places or moments of time.

NEXT!

Each page has a teaser about the next page in the story. Ask students to **predict** what this teaser might mean!

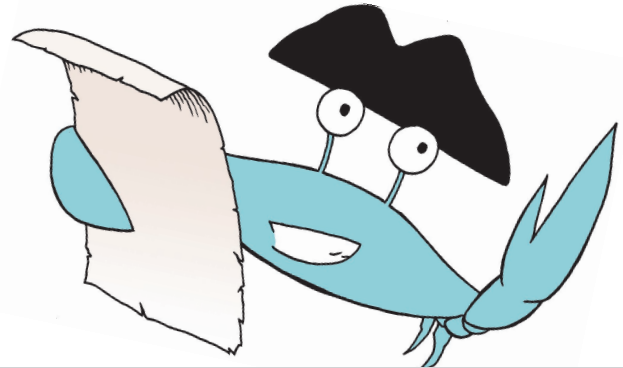


KINDS OF GOVERNMENT

READING STRATEGY SUGGESTIONS

SKILLS

Contractions Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

☛ **Read** the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. What is happening on the cover? Why do some letters look different from other letters?

☛ **SAY:** “This is a comic book narrated by Chester the Crab. It is about the way people organize themselves into a community with rules for everyone.”

Have any of you ever wanted to make your own rules? When and where?”

☛ **Take** a picture walk through the first story, “Kinds of Government,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book?”

2. INTRODUCE THE STORY VOCABULARY

☛ **Write** the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a **matching or memory game**.)

☛ **Tell** students on which page to find each word. Have students read the sentence that has a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

anarchy (p. 2) – when people live without any rules or ways to make decisions together

government (p. 2) – institution that makes laws and rules for a community, enforces them

community (p. 3) – a place where people live and work together (neighborhood, town)

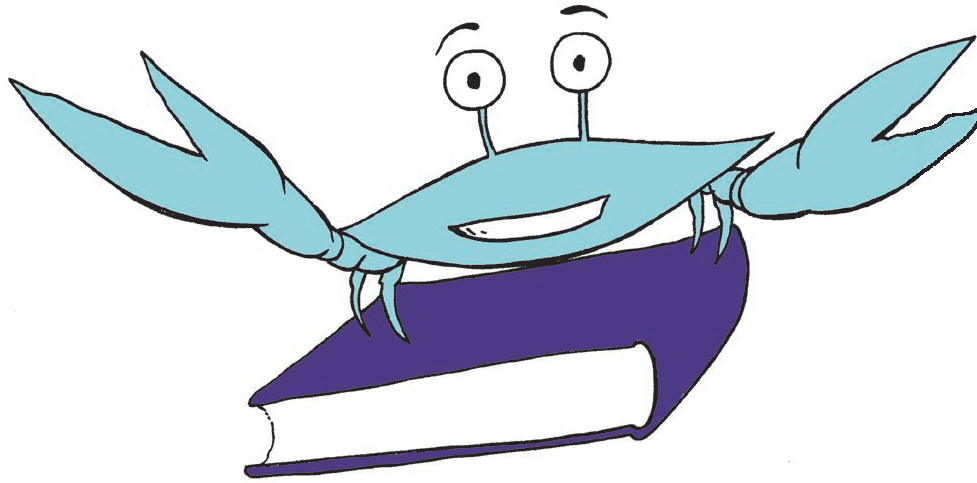
dictatorship (p. 3) – one person makes the laws and decides who has broken the laws

aristocracy (p. 4) – generations of one family make laws for a community; power is handed from one person in the family to another in the family

socialism (p. 5) – choices and property are shared by everyone in the community

democracy (p. 6) – people making their own laws, directly or through representatives

republic (p. 6) – people vote for representatives to make laws and choices for the whole



3. WORD STUDY

☞ **Read** a page in the story. **Point** out the **contractions** in the story. **SAY:** “A **contraction** is a word formed by combining two other words and using an apostrophe to represent the missing letter.”

☞ **Point** to some examples in the story and **ASK:** “**What two words have been combined to make these?**” (p. 2) we’re, don’t, can’t, you’re, we’ve (p. 3) don’t (p. 4) it’s, I’m, don’t, let’s (p. 5) let’s, it’s, I’ll, don’t, we’ll, can’t (p. 6) can’t, we’ll, let’s

4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 25 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “As we read the story, we will look for the **main, or most important, idea** and **supporting details**. Supporting details are small pieces of information that tell more about a main idea and answer: **Who? What? Why? When? Where?** We will write these on an umbrella chart.”

☞ **Read** a page. **ASK:** “**What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.**”

☞ **Give** students a copy of the predictions sheet from p. 26 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next and/or write the prediction on their sheet.

☞ **SAY:** “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and text.” Point to the phrase in the lower corner by the word “Next.” **ASK:** “**How does this clue help your prediction?**”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS






After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 8 of this guide.

YOU NEED TO MAKE A COLLAGE

Needs are things we must have to stay alive, such as food, clothing, and shelter. **Wants** are things that we can do without but which make our lives easier and more enjoyable.

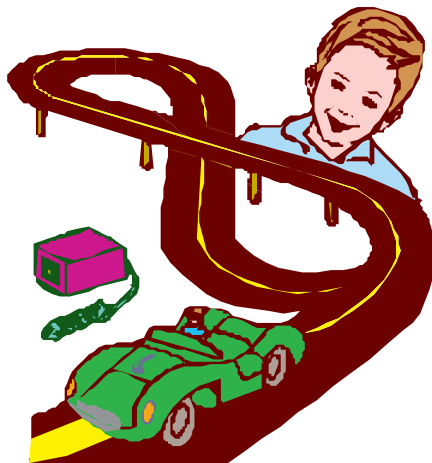
In the cartoon about forming a new government on another planet, the wanted toy (the water blaster) became a need when the kids and Chester needed it to fight the aliens and escape.

MATERIALS

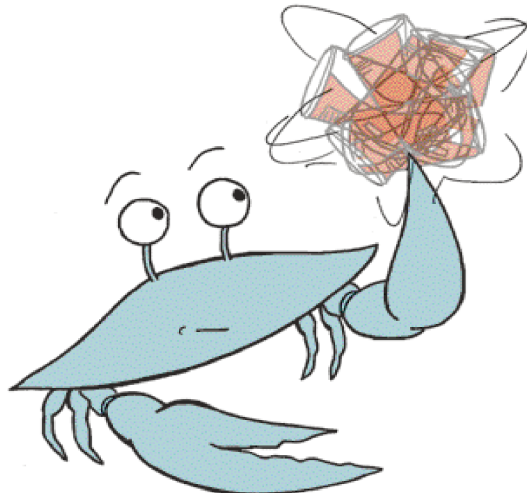
-  8½-by-11 sheet of white paper
-  black marker or crayon
-  scissors
-  glue
-  newspapers or magazines

DIRECTIONS

1. Fold the sheet of paper in half.
2. Using a marker or crayon, write NEEDS on one side of the paper and WANTS on the other side.
3. Look through the newspaper or magazines for things that are needs and wants. Cut them out and glue them inside the category where they belong.



Maybe you want a toy race track, but you need fruits and vegetables to live. How about a canned drink?



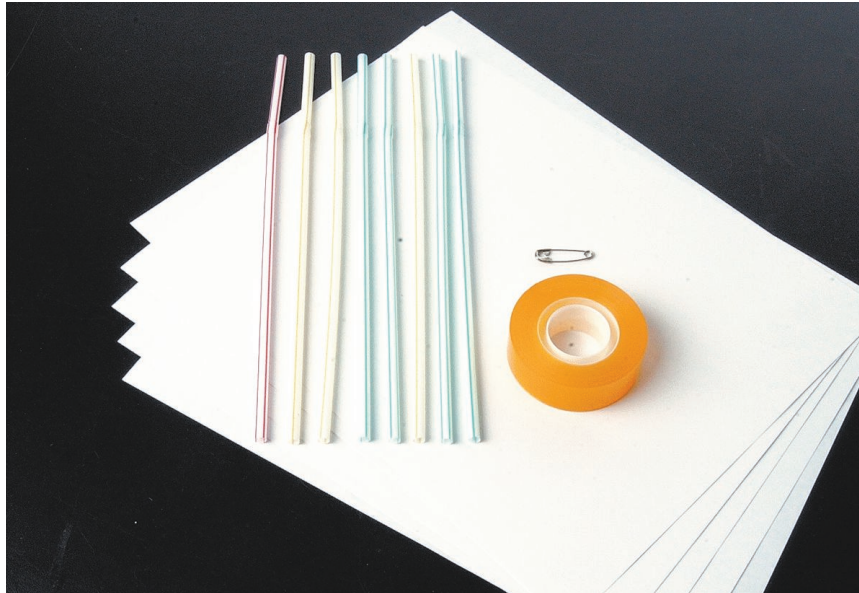
SOCIAL STUDIES ACTIVITY

THE STRUCTURE OF GOVERNMENT

To learn more about types of governments, run this group competition.

MATERIALS

- ☞ 8½-by-11 sheet of white paper
- ☞ straws
- ☞ safety pins, tape, rubber bands, paper clips



DIRECTIONS

1. Divide your class into several groups of 5-7 people each. The groups will create three straw structures in a set time limit (try pyramids, log cabins, towers, etc.). Name each structure when you finish.

2. Select one person to be the leader in each group. One structure will be made with each leadership style:

Anarchy — leader provides no instruction, assistance or advice. Encourage all members to “do their own thing.”

Dictatorship — leader makes all decisions and assigns duties to other group members without paying attention to their suggestions, wants or talents. Leader wields total authority.

Representative democracy — leader treats all members equally. Everyone has a say in how the structure will be made. Take a vote on the plan. Majority rules.

3. When the structures are completed, display them in the classroom. Have the class vote on which structure is:

☞ tallest ☞ strongest ☞ most attractive

4. Discuss which structure was easiest to make. Which leadership style worked best with the group?

KINDS OF GOVERNMENT QUESTIONS

1. Which word is *not* a contraction?
 - A we're
 - B didn't
 - C wouldn't
 - D Mary's
2. A _____ is a leader who ignores laws and has the power to at any time decide whether or not to protect the rights of his or her people.
 - F executive
 - G king
 - H British
 - J dictator
3. What is the definition of a community?
 - A a place where people live and work together
 - B a place that often features a pool for all its members
 - C a place immediately surrounding a school building
 - D a place where people have no rules or ways to make decisions together
4. Chester and the students tried all the forms of government *except* —
 - F representative democracy
 - G confederation
 - H dictatorship
 - J socialism
5. “The common good is that we all need water to survive!” Which word below has the same meaning as the word “good?”
 - A agreement
 - B great
 - C product
 - D benefit
6. What would be another likely source of information about types of government?
 - F encyclopedia CD-ROM
 - G *Disney Adventures* magazine
 - H www.BeautifulCities.com
 - J the United States Department of Energy
7. What is this story *mainly* about?
 - A the things an explorer should take on a trip into space
 - B the ways to defend against nasty aliens
 - C the ways humans can explore strange new worlds
 - D the ways people organize themselves to make choices



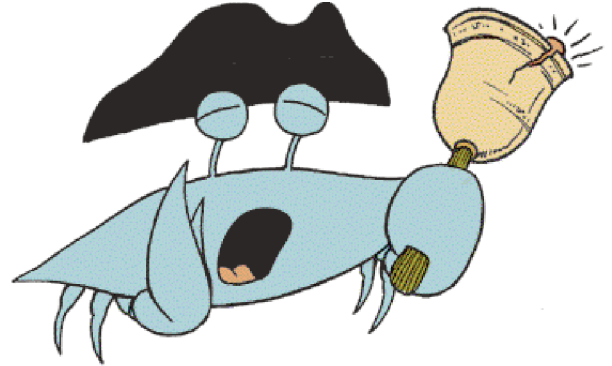
THE LAWMAKERS

READING STRATEGIES

SKILLS

Interjections
Predicting Outcomes
Story Vocabulary

Main Idea
Noting Details



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. What is happening on the cover?

SAY: “This is a comic book narrated by Chester the Crab. It is about the way ideas become laws in a state legislature. What law would you try to

pass if you were a representative?”

Take a picture walk through the second story, “The Lawmakers,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have you ever read a comic book?”

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a **matching or memory game**.)

Tell students on which page to find each word. Have students read the sentence that has a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

legislature (p. 8) – the law-making branch of government, run by elected representatives

committee (p. 8) – a smaller part of a group, studying a specific issue or doing one task

transportation (p. 8) – the ways there are to move from one place to another

law (p. 9) – a rule to help people know what they should and should not do

amendment (p. 10) – additions or changes to a document, such as the Constitution

checks and balances (p. 11) – the practice of giving different parts of a government certain powers that control or limit the powers of another part of the government

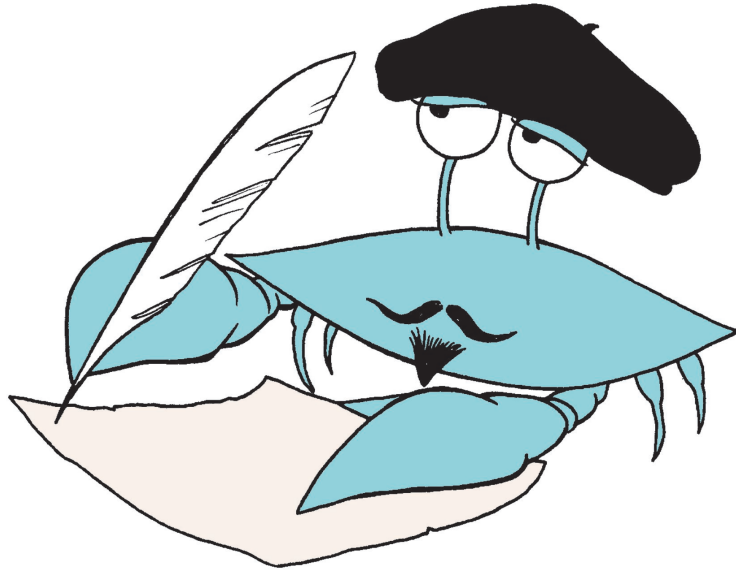
governor (p. 12) – leader of a state or colony; makes sure the laws are followed

veto (p. 9) – an executive order to block an act from becoming a law

3. WORD STUDY

☞ **Read** a page in the story. **Point** out the **interjections** in the story. **SAY:** “An **interjection** is an exclamation that shows emotion. Can you find some interjections in the story?”

☞ Point to examples in the story: (p. 8) Hey! Whoa! (p. 9) OOF!, hmmm (p. 10) Yikes! Oh. (p. 12) Wow. Yeah.



4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 25 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “As we read the story, we will look for the **main, or most important, idea** and supporting details. **Supporting details** are small pieces of information that tell more about a main idea and answer: **Who? What? Why? When? Where?** We will write these on an umbrella chart.”

☞ **Read** a page. **ASK:** “What is the **most important idea on this page?** What details support this main idea? Let’s write them on the umbrella.”

☞ **Give** students a copy of the predictions sheet from p. 26 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

☞ **SAY:** “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and text.” Point to the phrase in the lower corner by the word “Next.” **ASK:** “**How does this clue help your prediction?**”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 13 of this guide.

SCRAMBLE FOR VOTES

Rearrange the letters below to spell legislative words.

- EALDGTEE _____
- TEVO _____
- LILB _____
- TMECMITOE _____
- AETSNE _____
- RNEVRGOO _____
- KRPASEE _____
- WLSA _____
- EADTNMEMN _____



MOVE THE BILL

Here are brief descriptions of a few of the bills filed in the state legislature. Pretend you're a page and take each bill (draw a line) to the proper committee. Look at the bold words for clues.

Bill that:

1. Families wouldn't have to pay sales **tax** on some school supplies
2. Allows a special **auto** license plate for Navy pilots
3. **Permits** the governor to be re-elected
4. Changes the charter of the **town** of Purcellville to gain a vice mayor
5. Changes **educational** standards for number of students per teacher
6. Creates exceptions to rules about speedy **trials**

Committees

- A. Courts of Justice
- B. Rules
- C. Education
- D. Finance
- E. Transportation
- F. Counties, Cities, and Towns

BILL ME

How many times have you come across an unfair situation and thought that there ought to be a law to solve the problem? An idea for a law is a bill. Browse through the newspaper to identify a need for a bill. Write a bill of your own that would benefit or protect others. Remember to begin it with several "Whereas ..." sentences that explain the need for the new law.



MATH ACTIVITY

I DEMAND A RECOUNT!

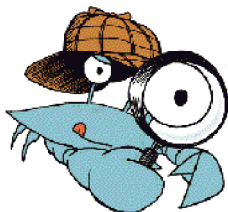
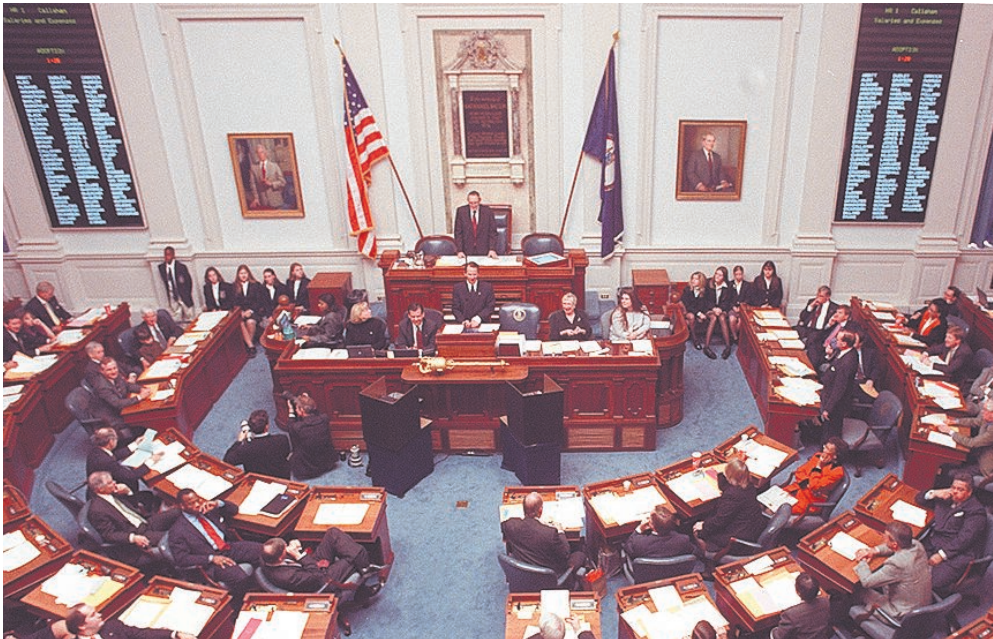
In Chester's adventure in the House, the Solar Bicycle Bill passed 57 to 43.

1. How many people voted on the Solar Bicycle Bill in all?
2. How many more people voted for the bill than against the bill?
3. What percentage of the whole voted against the bill?
4. What percentage of the whole voted for the bill?

Determine whether the number of votes for each of the following bills is greater than or less than the number of votes against each bill. Write greater than, $>$, or less than, $<$, on the line between the "For" and "Against" columns.

Bill	For	_____	Against
5. Bill for No School on Wednesdays	10	_____	90
6. Bill for Wearing Hard Hats	75	_____	25
7. Bill for Bicycle Seat Belts	89	_____	11
8. Bill for Football Year Round	51	_____	49
9. Bill for Not Washing Hands	48	_____	52
10. Bill for No Chores	55	_____	45

11. How many bills were passed based on these votes?



TEACHERS!
Cover this corner when
you copy this page for
your students!

ANSWERS:

1. $57 + 43 = 100$
 2. $57 - 43 = 14$
 3. 43%
 4. 57%
 5. $>$
 6. $<$
 7. $>$
 8. $>$
 9. $>$
 10. $>$
 11. 4 bills

THE LAWMAKERS QUESTIONS

1. A(n) _____ is an expression that shows emotion, such as surprise.
 - A pollution
 - B conjunction
 - C contraction
 - D interjection
2. Which of the following is *not* a part of the legislative process to make a bill a law?
 - F An assembly committee debates the benefits and problems of the idea in detail.
 - G The bill is put on the ballot for a popular vote in the affected city or state.
 - H The executive branch of government signs the bill.
 - J The whole assembly has a chance to amend the bill before voting on it.
3. An amendment to a bill is a _____.
 - A required third reading (vote) before the bill passes to the next branch of government.
 - B description of the taxes needed to pay for the bill once it becomes a law.
 - C way for the executive branch to kill a bill completely.
 - D change made to a bill or document.
4. If you were asked to skim Chester's story to find the page on amendments, you should
 - F read every first sentence in each word balloon
 - G look through only Jawan's speech balloons
 - H look at the headlines on each page
 - J look for interjections about amendments
5. "Most of the debate is done in its committees." Which word below has nearly the same meaning as the word "debate?"
 - A discussion
 - B force
 - C observation
 - D connection
6. What would be another good title for this story?
 - F How Students Help the Committee Process
 - G Chester Goes Blah Blah Blah Again
 - H How To Make a Solar Bicycle
 - J How Laws Are Made for All
7. What would be another good source for information about legislative work?
 - A dictionary
 - B a state map
 - C the newspaper
 - D www.gogreen.com

CHAPTER 3

PRESIDENTIAL ELECTION

READING STRATEGY SUGGESTIONS

SKILLS

Fact vs. Opinion Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. What is happening on the cover?

SAY: “This is a comic book narrated by Chester the Crab. It is about the way Americans elect the chief executive of the government at the federal level. George Washington was our first

president. Can you name some other United States presidents?”

Take a picture walk through the third story, “Presidential Election,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book?”

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a **matching or memory game.**)

Tell students on which page to find each word. Have students read the sentence that has a vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

direct democracy (p. 14) – each member of a community voting on each law or choice

Congress (p. 14) – law-making group for the United States federal government

Constitution (p. 14) – 1787 document that organized the United States on a federal system (sharing power between a central government and its territories)

representative democracy (p. 14) – government in which a few democratically-elected representatives make laws for and voice the concerns for all citizens

law (p. 14) – a rule to help people know what they should and should not do

executive (p. 15) – person who administers a government, makes sure laws are followed

(VOCABULARY, continued from previous page)

political party (p. 15) – a group of people who campaign for certain ideas, people or laws

symbolize (p. 15) – to represent a group or idea with a recognizable, simple picture

candidate (p. 16) – person trying to be elected to a political office or win an award

primary (p. 16) – an early vote to pick one general election candidate from a larger group

convention (p. 16) – meeting of people in a political party to formally choose a candidate

electoral college (p. 17) – assembly elected by voters in each state to formally choose the president and vice president of the United States

citizen (p. 18) – member of a nation who owes allegiance to it by birth and receives the full civil rights allowed by that nation

3. WORD STUDY

☞ **Read** a page in the story. **Point** out the statements of fact and statements of opinion in the story. **SAY:** “**A fact is something we can prove to be true. An opinion is a belief that cannot be proved. Can you find some facts and opinions among the words of this story?**”

☞ **Point** to examples in the story: (p. 14) “Each American citizen still gets one vote.” vs. “Maybe you had too many debating the destination.” (p. 15) “Since 1837 the donkey has stood for Democrats.” vs. “Parties bring together candidates, money, and voters. That’s how to win.” (p. 17) “Electors are linked to real voters.” vs. “This is why third political parties never elect a president.” (p. 18) “We call that mudslinging.” vs. “You lousy liberal Democrat!!!”

4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 25 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “As we read the story, we will look for the **main, or most important, idea and supporting details**. Supporting details are small pieces of information that tell more about a main idea and answer: **Who? What? Why? When? Where?** We will write these on an umbrella chart.”

☞ **Read** a page. **ASK:** “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

☞ **Give** students a copy of the predictions sheet from p. 26 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

☞ **SAY:** “A **prediction is a guess about what happens next, based on what you have already learned from picture clues and text.**” Point to the phrase in the lower corner by the word “Next.” **ASK:** “**How does this clue help your prediction?**”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS






After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 19 of this guide.



CANDIDATE CUBE


Do your own research on two candidates running for a political office at the local, state, or national level. Read your local newspaper's coverage or go to Web sites that report on the campaign issues. Then make a cube (by enlarging the model shown here) about the candidate of your choice.


MATERIALS


-  butcher paper, wrapping paper, construction paper or poster board
-  markers, crayons, colored pencils
-  scissors
-  tape, glue
-  newspapers or magazines


DIRECTIONS


1. Create the cube using paper or cover a box you already have with paper.
2. Decorate each side with information pertaining to the electoral candidate of your choice.
3. Information on the sides may include:

 political party and its symbol

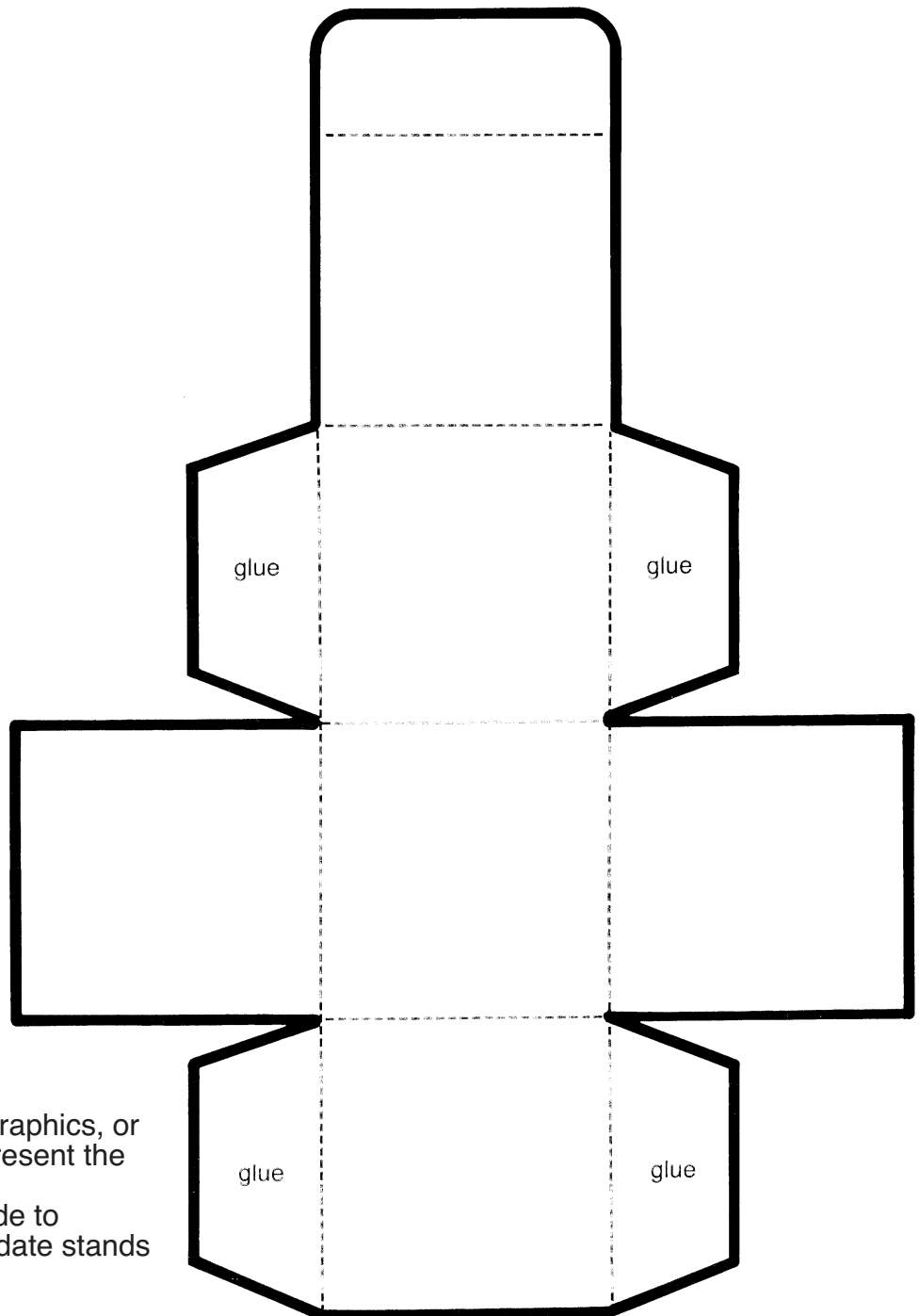
 previous career of candidate

 personal background of candidate

 photo of candidate

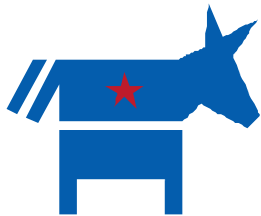
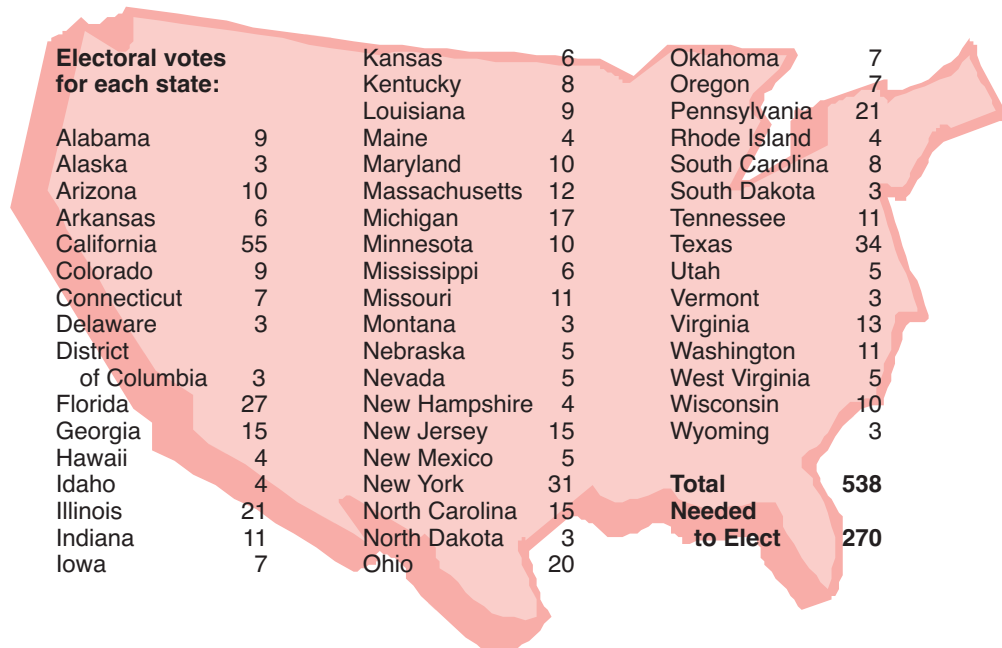
 two issues from the candidate or party platform

4. Students can use words, graphics, or newspaper clippings to represent the information.
5. Place the cubes side by side to compare where each candidate stands on an issue



GEOGRAPHY ACTIVITY

THE COLLEGE WITH 270 CREDITS



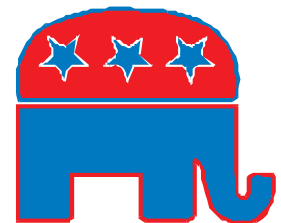
1. If 270 votes are needed for election, would the candidate have enough votes if he won the following states: California, Virginia, Florida, Ohio, New York, Texas, Illinois, and Pennsylvania?

2. If the states were tallied alphabetically, what would be the minimum number of states (counting the District of Columbia as equal to a state) needed to win the election?

- A 15
- B 24
- C 35
- D 20

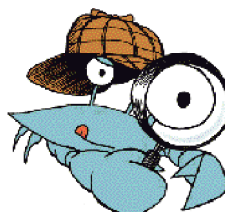
3. In all, how many votes do Virginia and its five bordering states hold? (The bordering states are North Carolina, Tennessee, Kentucky, West Virginia and Maryland.)

- F 62
- G 75
- H 88
- J 21



LEARN MORE

For more information on the Electoral College, see www.archives.gov/federal-register/electoral-college/about.html



TEACHERS!

Cover this corner when you copy this page for your students!

ANSWERS:

1. No, he would need 48 more votes;
2. B;
3. F



SYMBOLISM

The donkey and the elephant have been used as symbols for the Democrats and Republicans for many years. Other examples of symbols used to stand for certain ideas or groups of people are:



Peace: *peace symbol, dove, olive branch, victory sign*



Death: *skull and crossbones, vulture, skeleton*



Freedom: *eagle*



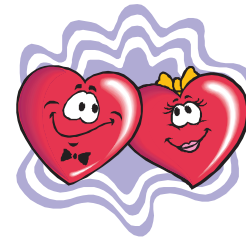
Money: *dollar sign*



United States: *Uncle Sam, American flag*

Try to make your own symbols for the following ideas or things:

- school**
- responsibility**
- environment**
- sadness**
- friendship**



Love: *heart, Cupid, Venus*

What issue is important to you? Are you concerned with the environment, justice, equality, or any other problem facing our country today? Create your own political party to address the issue that you feel is important to our nation, your school, or even your home. Choose a symbol that will represent your issue. Be sure that you can explain why you have chosen the symbol and why you have taken this political stand.



PRESIDENTIAL ELECTION QUESTIONS

- 1. A(n) _____ is a person elected to administer a government and enforce the laws.**
 - A legislator
 - B executive
 - C dictatorship
 - D monarch
- 2. Giving all a state's electors to the candidate who gets most of the votes is called —**
 - F the winner take all system.
 - G the representative democracy system.
 - H the primary system.
 - J the direct democracy system.
- 3. The following political parties were mentioned in Chester's story *except* —**
 - A Libertarians
 - B Environmentals
 - C Democrats
 - D Republicans
- 4. If you put events of a presidential election in chronological order, which one is first?**
 - F Registered voters in each state cast their vote for a presidential candidate.
 - G Electors cast their formal vote for president, based on what their state's voters chose.
 - H A person announces that he or she will be a candidate for the office of president.
 - J Voters of a political party cast votes in a primary or caucus to pick one candidate.
- 5. "It takes work to separate facts and opinions in politics." Which word below has nearly the same meaning as the word "separate?"**
 - A use
 - B divide
 - C observe
 - D connect
- 6. The author *probably* wrote this story in order to —**
 - F persuade you to vote for Republican candidates
 - G compare elections in the United States to elections in France
 - H amuse you with references to X games
 - J explain the way American citizens elect their chief executive
- 7. You could find more information about presidential elections in a —**
 - A social studies textbook
 - B Civil War DVD
 - C poetry magazine
 - D www.TVguide.com

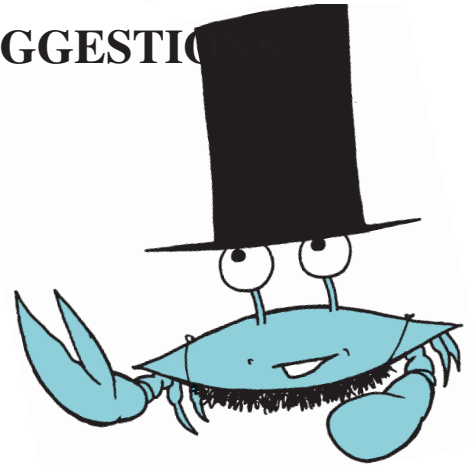
CHAPTER 4

PRESIDENTIAL CABINET

READING STRATEGY SUGGESTIONS

SKILLS

Root Words Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. What is happening on the cover?

SAY: “This is a comic book narrated by Chester the Crab. It is about people who help enact laws passed in the United States. There are government

departments for education, energy, and the military. What department would you create if you were president?”

Take a picture walk through the fourth story, “Presidential Cabinet,” to see what Chester is learning about. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book?”

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a **matching or memory game**.)

Tell students on which page to find the words. Have them read the sentence with a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

taxes (p. 20) – money paid by people and businesses to government to provide goods and services to the whole community

government (p. 20) – institution that makes laws and rules for a community, enforces them

Constitution (p. 20) – document that established the United States as a federal system of government based on sharing power between the national and state governments

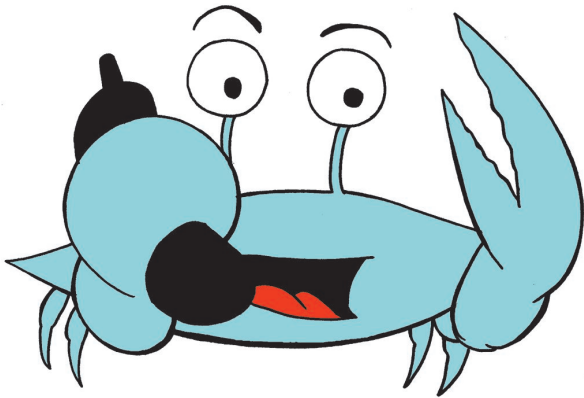
executive (p. 20) – person who administers a government, makes sure laws are followed

checks and balances (p. 21) – the practice of giving different parts of a government certain powers that control or limit the powers of another part of the government

bureaucracy (p. 24) – large system of government officials using inflexible, confusing rules

3. WORD STUDY

☞ **Read** a page in the story. **Point** out some words with **suffixes and prefixes**. **SAY:** “Some words have a word part added to their beginning (a **prefix**) or ending (a **suffix**). The main word is the **root word**. Can you find some suffixes and prefixes among the words of this story? How do they change the meaning of the root word?”



☞ **Point** to examples in the story: (p. 20) shopping For ‘shopping’ **SAY:** “Adding -ing to a verb makes it a noun called a **gerund**. Can you think of other gerunds?” inside, government, legislative (p. 21) advisors, weekly, closest, executive, majority, approval, affordable, employee, services (p. 22) presidential, Constitution, welfare, collective, unusual, different, commander, biggest, terrorist, security, education, memorials (p. 23) transportation, agriculture, production (p. 24) information, worker, retirement, training, unemployment, describe, organization.

4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 25 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “As we read the story, we will look for the **main, or most important, idea** and **supporting details**. Supporting details are small pieces of information that tell more about a main idea and answer: **Who? What? Why? When? Where?** We will write these details on an umbrella chart.”

☞ **Read** a page. **ASK:** “What important idea is on this page? What details support this main idea? Let’s write them on the umbrella.”

5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 24 of this guide.

☞ **Give** students a copy of the predictions sheet from p. 26 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

☞ **SAY:** “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and text.” Point to the phrase in the lower corner by the word “Next.” **ASK:** “How does this clue help your prediction?”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

SOCIAL STUDIES ACTIVITY

RED TAPE

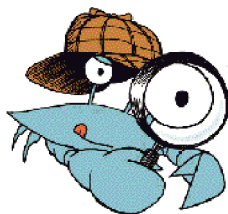
Chester's exploration of the president's cabinet revealed departments that do a lot of things for United States citizens. Draw a red line from the name of the department to the image of an activity that department supervises. (Why a red line? The slang phrase "red tape" means all the paperwork and rules that connect a large government system together.)

1. Department of Transportation
2. Department of Agriculture
3. Department of Education
4. Department of Health and Human Services
5. Department of Energy
6. Department of the Treasury
7. Department of Defense
8. Department of Labor



TEACHERS!

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ANSWERS:

1. photo of train
2. photo of farmer picking fruit
3. photo of teacher with student
4. photo of test tubes
5. photo of waste site
6. photo of money
7. drawing of soldier
8. worker in hardhat

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SOCIAL STUDIES ACTIVITY

SOCK IT TO ME

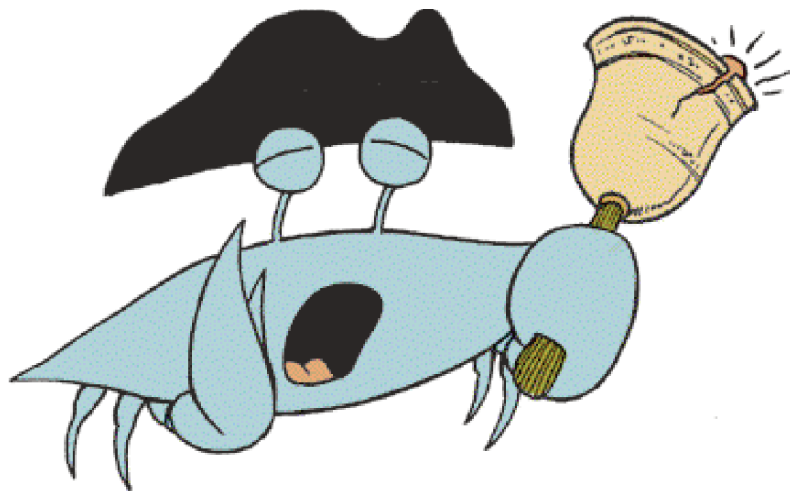
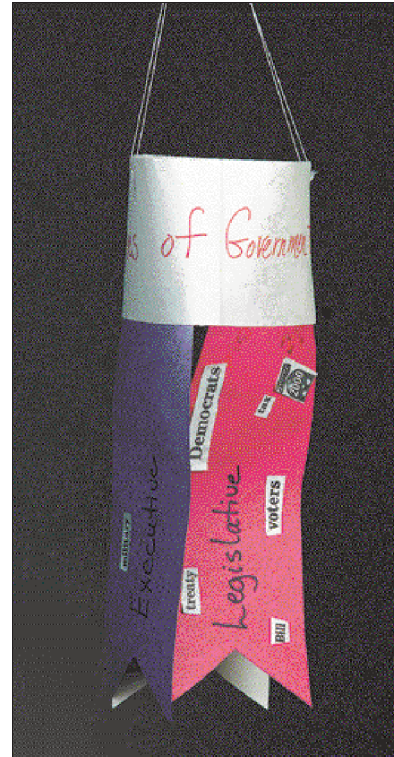
Make a windsock to help you remember the names and duties of the **three branches of the federal government.**

MATERIALS

- ☞ one 10"-by-18" white paper rectangle
- ☞ three 5"-by-18" paper rectangles (red, white, & blue)
- ☞ scissors
- ☞ glue
- ☞ newspapers
- ☞ string or yarn

DIRECTIONS

1. Label each of the small rectangles with a branch of government. Notch one end of each of the rectangles to make them look like ribbon streamers.
2. From a newspaper or magazine, cut out words and pictures that show the duties of each branch. Glue them to the appropriate streamers.
3. Fold the large white rectangle in half horizontally. Place the straight end of each streamer inside the folded rectangle, spacing them evenly. Glue the rectangle together.
4. Punch two holes in the top of the windsock, insert the string, and hang it up.

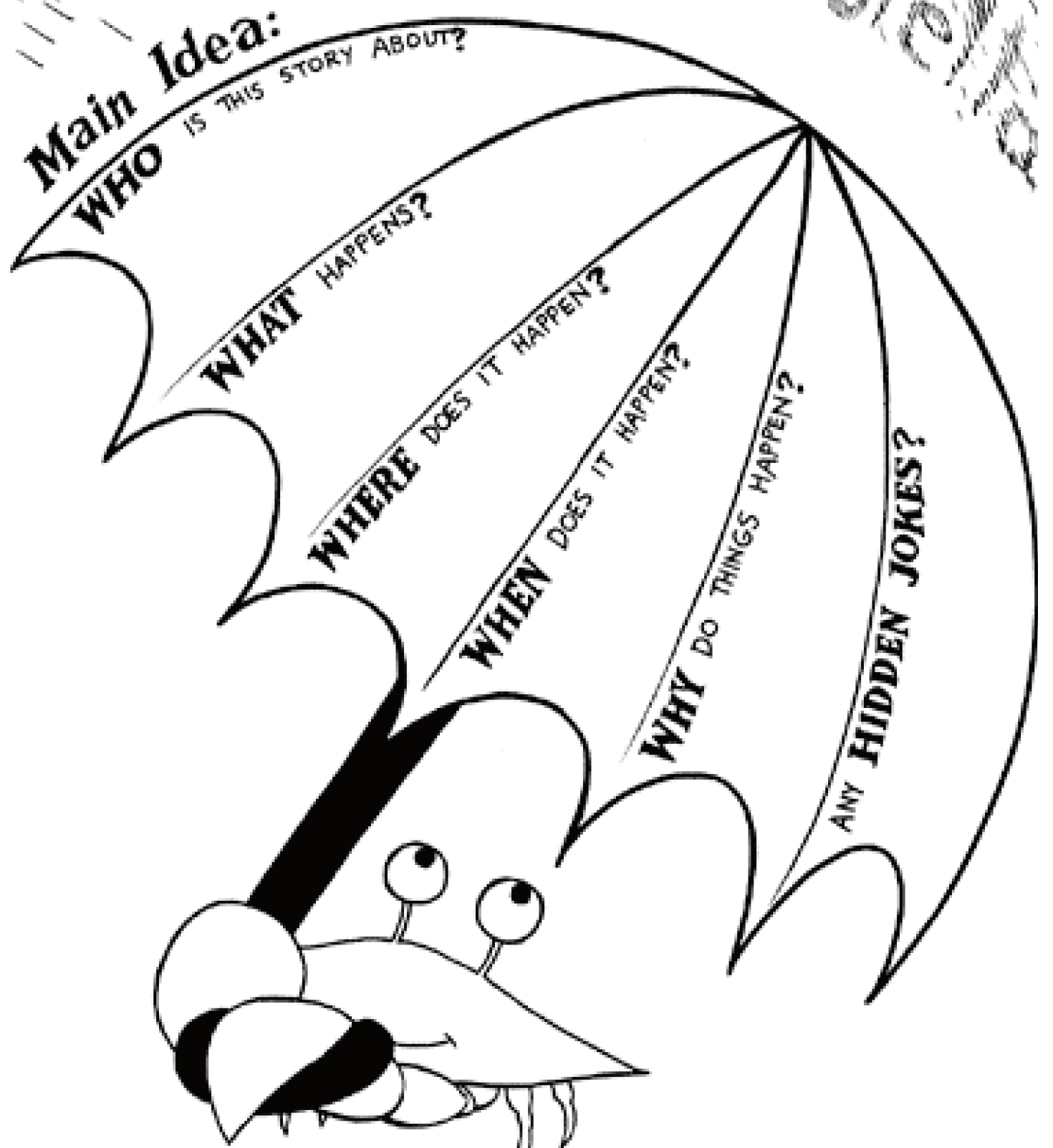


PRESIDENTIAL CABINET QUESTIONS

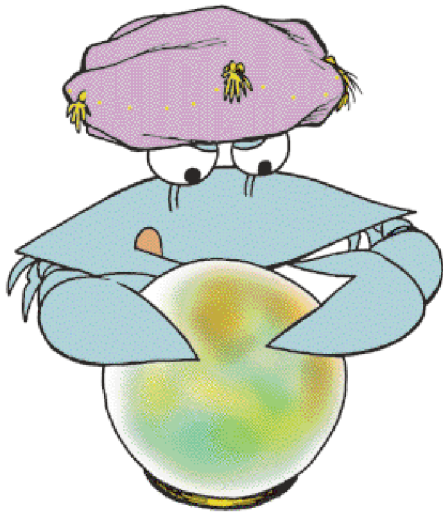
1. The U.S. Constitution's _____ is a governmental system that shares power between a central government and its territorial subdivisions (states).
 - A confederate system
 - B colonial system
 - C democratic system
 - D federal system
2. The United States' three branches of government are controlled by the idea of — ?
 - F checks and balances
 - G checks and economy
 - H tyranny
 - J civil rights
3. One of the first presidential cabinet offices created was the — ?
 - A Homeland Security Department
 - B Education Department
 - C Treasury Department
 - D Department of Agriculture
4. "These jobs give you a good sense of how complicated our government has become." Which word below has nearly the same meaning as the word complicated?
 - F counterfeit
 - G confusing
 - H contrasted
 - J complete
5. The following are jobs the Energy Department performs *except* — ?
 - A improving efficiency of our use of natural resources
 - B cleaning up nuclear waste
 - C searching for new sources of energy
 - D keeping America's roads in good condition
6. Another good source to learn more about the Department of State would be — ?
 - F www.modernmarvels.com
 - G Boy's Life magazine
 - H *Famous American Ambassadors*
 - J weather map
7. What is Chester's story *mainly* about?
 - A the expanded jobs of the federal government's executive branch
 - B the growing responsibilities of the judicial branch
 - C new laws and the representatives who passed them
 - D the departments that defend America's borders in the modern era

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The Details Underneath



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MAKE A CHESTER PREDICTION

AFTER READING THE FIRST PAGE OF THE CHESTER STORY, WHAT DO YOU THINK WILL HAPPEN ON THE SECOND PAGE?

AFTER READING THE SECOND PAGE, WHAT DO YOU THINK WILL HAPPEN ON THE THIRD PAGE?

WHAT DO YOU THINK WILL HAPPEN ON THE FOURTH PAGE?

HOW DO YOU THINK THE STORY ENDS?

WHAT REALLY HAPPENS ON THE SECOND PAGE?

WHAT REALLY HAPPENS ON THE THIRD PAGE?

WHAT REALLY HAPPENS ON THE FOURTH PAGE?

HOW DOES IT REALLY END?

ANSWERS TO QUESTIONS FOR GOVERNMENT

GOVERNMENT	LAWMAKERS	PRES. ELECTION	PRES. CABINET
p. 8	p. 13	p. 19	p. 24
1. D	1. D	1. B	1. D
2. J	2. G	2. F	2. F
3. A	3. D	3. A	3. C
4. G	4. H	4. H	4. G
5. D	5. A	5. B	5. D
6. F	6. J	6. J	6. H
7. D	7. C	7. A	7. A

OTHER TITLES IN THIS SERIES:

American Symbols

USA symbols
American Flag
Washington, D.C.
Statue of Liberty

Wonder Women

Clara Barton
Harriet Tubman
Susan Anthony
Helen Keller

Slavery's Storm

Nat Turner
Mexican War
Dred Scott's Case
John Brown's Raid

Comix Economix

Videos
Tax Hunter
Money in the Mall
Career Resources

Revolutionary Rumbblings

French & Indian War
Boston Tea Party
Paul Revere, Rider
Declaration

Constitution Construction

Locke's Ideas
Zenger's Free Press
Religious Freedom
Constitution

The Freedom Train

Jackie Robinson
Rosa Parks
Martin Luther King Jr.
Thurgood Marshall

War for Independence

John Paul Jones
Revolutionary Women
Battle of Saratoga
South to Yorktown

Go West, Young Crab

Gold Rush Hour
Oregon Trail
Transcontinental Rails
Battle at Little Bighorn

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